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ABSTRACT

A report on the social studies curriculum in Virginia is the result of a study of the social studies program, kindergarten through grade 12, undertaken over a four year period. Special focus was placed on the four following areas: proliferation of elective course offerings in social studies at the senior high level; course offerings at grades eight and nine; instruction concerning minority groups; and the instruction cycle in Virginian history, government, and geography. The initial objective was a re-evaluation of the scope and sequence of the social studies program. Concerns of particular interest to the study were subject matter content, grade placement of content, skill development, attitudes and concepts, citizenship education, multi-ethnic studies, environmental education, and training of teachers. Basic aims in social studies education, Virginian social studies education from 1870 to 1970, course offerings, social studies continuums, certification of teachers, instructional materials, curriculum guides and information materials, curriculum analysis, and professional services are all reported. (Author/KSM)

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The Social Studies Curriculum in Virginia's Public Schools

SO 007 241

History, Government, and Geography Service
State Department of Education
Richmond, Virginia

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The Social Studies Curriculum in Virginia's Public Schools

History, Government, and Geography Service
Division of Secondary Education
State Department of Education
Richmond, Virginia 23216

THE SOCIAL STUDIES CURRICULUM IN VIRGINIA'S PUBLIC SCHOOLS

A Report Prepared by the
History, Government, and Geography Service
Division of Secondary Education
Virginia State Department of Education

July 1973

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THE SOCIAL STUDIES CURRICULUM IN VIRGINIA

The challenge of public education in the Commonwealth of Virginia is to provide quality education for the youth of the State. Social Studies Education is a most important area of the total school curriculum. In April of 1969, Dr. Woodrow W. Wilkerson, State Superintendent of Public Instruction, announced the appointment of a committee from the Virginia State Department of Education to study the social studies program in Virginia, kindergarten through grade twelve, with special focus on:

a. Proliferation of elective course offerings in social studies at the senior high level;

b. Course offerings at grade eight and nine;

c. Instruction concerning minority groups; and

d. Instruction cycle in Virginia history, government, and geography.

A committee composed of members of the professional staff of the Department, educators from local school divisions, and/or institutions of higher learning reviewed and analyzed the social studies program in Virginia's public schools. History and the social sciences, along with the other disciplines in the public schools of the State, demand continuous study and evaluation. It was most appropriate to begin a re-evaluation of the scope and sequence of the social studies program, kindergarten through grade twelve, for the State's public schools in 1969.

From 1969 to 1973, this has placed emphasis on particular concerns, such as subject matter content, grade placement of content, skill development, attitudes and concepts, citizenship education, multi-ethnic studies, environmental education, training of teachers, and the instructional cycle for Virginia history, geography, and government.

From 1969 to 1973, the social studies curriculum has been carefully reviewed. The History, Government, and Geography Service of the Virginia State Department of Education, has developed a comprehensive program in social studies education. 1973-74 will continue to see many changes being initiated in the social studies curriculum.

Mrs. Jerri Sutton, Supervisor
History, Government, and Geography Service
Virginia State Department of Education

BASIC AIMS IN SOCIAL STUDIES EDUCATION

Social studies education is concerned with man - his nature, his behavior, his relationships with others, his achievements, his ideas, the uses he has made of the earth, and the ideals and principles which guide his actions. Social studies content is derived from a variety of disciplines (history, anthropology, economics, archaeology, geography, political science, sociology, social psychology) and includes many topics with goals directly related to citizenship education.

A major objective of the social studies program is to teach young people to think for themselves and to provide them with concepts and modes of inquiry from history and the social science disciplines. Social studies education encourages a rational adherence to a set of values based upon democratic traditions and principles. The social studies program in Virginia is based upon the assumption that the democratic society depends upon citizens who make rational decisions consistent with basic democratic values and an understanding of the American heritage.

From kindergarten through grade twelve, opportunities are provided for students to learn of the traditions of American democracy and the rights and responsibilities of citizenship.

Basic aims in social studies education include:

1. To involve students in an investigation of the vast reservoir of knowledge in history and the social sciences with the aim of developing an understanding of the nature of man.
   a. To develop students' knowledge and cognitive understanding of the local, State, national, and international community.
   b. To provide opportunities for students to study the regions of the world and man's activities in the past as well as the present.

2. To aid the student in developing a comprehensive set of ideals and values which will effect decision making in private and public life.

   a. A respect and appreciation for the worth and dignity of each individual.

   b. An understanding and appreciation of the American form of government and of the laws and freedoms under which Americans live.

   c. A realization that Americans live in a dynamic society where citizens must recognize the nature of change in relationship to basic American values.

   d. An understanding of man's increasing capacities and the responsibilities of each citizen to his society.

   e. An understanding of the relationships among individuals, societies, and nations and between the past and present.

3. To provide the student with experiences which will enable him to develop and effectively use social studies skills.

   a. Development of the capacity of students to make logical, valid, and empirically-based judgments.

   b. Development of a personal philosophy which will assist the student in making decisions.

   c. Development of self-direction and self-discipline which will enable the student to express ideas in a variety of forms.

   d. Development of skills relative to inquiry into history and the social science disciplines.

SOCIAL STUDIES EDUCATION IN VIRGINIA

1870 - 1970

With the ratification of the Underwood Constitution on July 6, 1869, a system of public schools was established in the State of Virginia. Provisions for instruction in social studies education in the public school systems of Virginia were specifically authorized in section sixty-one of chapter seventy-eight of the Code of Eighteen Hundred Seventy-Three which states that "In every public free school shall be taught orthography, reading, writing, arithmetic, grammar, and geography. . ." In 1875, specific attention was given to authorizing classroom instruction in other disciplines or branches on the secondary level.

Since the establishment of a system of free public schools in Virginia, the social studies curriculum has undergone major revisions in response to the needs of a changing society. During the period from 1880 - 1900 the social studies curriculum reflected an increased concern for civic education by a broad offering in courses in civics. Considerable attention was given to citizenship training encompassed in the "civics" which was being introduced in other states at this time. There existed a growing recognition that the public schools should be concerned with something more than the teaching of the three R's. This period was the beginning of a prolonged phase of curriculum change in Virginia and the United States during which a great variety of subjects were added to the public high school offerings in an effort to meet the needs of an increasingly hetrogeneous body of students.

The social studies curriculum in the public schools of Virginia in 1910 was comprehensive in nature and provided a broad framework for instruction in history, geography, nature study, civics, and lessons in morals and manners. The primary grades concentrated on nature study, history and geography.

Although not classified as such, citizenship education was developed through classroom instruction in morals and manners. History and geography instruction at this level was oral and designed primarily to lay a foundation for the course in Virginia and American history.

The grammar grades provided a continuation of the instructional program in history, geography, and nature study which was offered in the primary grades. History instruction focused primarily on local and State history, government, and geography. A correlated program was offered in geography and history of North America, South America, Europe, Asia, and Africa. More sophisticated concepts were developed in lessons in nature study and instruction in morals and manners. The reading program offered in the grammar grades, encouraged further instruction in social studies by the use of carefully selected supplementary readings taken from history and geography. Instruction in social studies in the higher grammar grades concentrated on the history of the United States and a geography which focused on the "earth as a whole."

The minimum requirements in social studies for a first grade (four-year) high school during this period (1910) was two units in history - United States History and Civics and one elective. Elective course offerings included physical geography, ancient history, medieval and modern history, and English history.

The State course of study in social studies for the elementary schools in the 1920's underwent moderate changes. The primary grades offered a broad framework for classroom instruction on the home life of the child. Nature study and lessons in morals and manners remained as an integral part of the curriculum in social studies education, although more comprehensive and sophisticated than the same offering in 1910. The social studies curriculum in the grammar grades followed the general plan of 1910 with offerings in

history, geography, morals and manners, and nature study. Geography instruction focused on the "earth as a whole" which special emphasis on the geography of Virginia. Instruction in the history of Virginia was offered in the lower grammar grades and the history of the United States was designated for grades six and seven. American history through the Revolutionary War was offered in grade six and continued in grade seven.

The minimum requirement in social studies during this period in the four years high schools included one unit in American history (grade ten) and one unit in Civics and Problems In American Democracy (grade eleven). Electives included courses in Early European History (grade eight) and Modern European History (grade nine).

Within the framework of "Centers of Interest" and the "Functional Phases of Social Life" were prepared all of the State courses of study produced between 1933 and 1941 for the elementary schools and for the core program in the high schools. The scope and sequence of work for the social studies curriculum was defined by means of two basic analyses. First, the interests and abilities of children on the various grade levels were studied to determine what large significant phases of culture the children should deal with in meaningful terms. These phases of culture were set up as centers of interest for the several grades to serve as the major delimiting factor for the work of the various grades. Second, social life was analyzed into major functions. These functions were defined by canvassing the large purposes which are striven for through the activities in which people engage. Having defined the centers of interest for the several grades and the functional phases of social life, aspects of the centers of interest to receive emphasis were determined. The scope and sequence of the curriculum is presented below:

	Centers of Interest
Grade One	Home and School Life

	Centers of Interest
Grade Two	Community Life
Grade Three	Adaptation of Life to Environmental Focus of Nature
Grade Four	Adaptation of Life to Advancing Physical Frontiers
Grade Five	Effects of Discovery Upon Our Living
Grade Six	Effects of the Machine Upon Our Living
Grade Seven	Social Provisions for Cooperative Living
Grade Eight	Adaptation of Our Living Through Nature, Social and Mechanical Inventions, and Discoveries
Grade Nine	Agrarianism and Industrialism, and Their Effects Upon Our Living
Grade Ten	Effects of Changing Culture and Changing Social Institutions Upon Our Living
Grade Eleven	Effects of A Continuously Planning Social Order Upon Our Living

The scope of social studies curriculum, as viewed by the Curriculum Revision Committee of 1931, embraced the entire field of human relations, the significant movements of human history, and the problems of contemporary society. Social movements and social forces could best be understood and improved when concepts and materials were drawn from the fields of history, geography, economics, civics, sociology, and psychology and integrated by the learner around large centers of human interest. The course of study of 1931 accepted this unitary view as contrasted with that of history, government, geography, and other social studies courses pursued as separate fields of subject matter.

The Curriculum Revision Program, as approved by the State Board of Education in 1931, was characterized by continuous analysis, evaluation, and improvement during the thirties and early forties. Centers of interest and functional phases of social life were frequently changed or shifted to different

levels of learning in order to comply with the changing needs and interests of children and the community.

Many public high schools continued to offer the subject centered curriculum in history and the social sciences in the thirties and late forties. The decade following the revised core curriculum program of the thirties was characterized by a variety of methods and approaches to teaching history and the social sciences. The social studies program continued to offer a wide selection of electives including World History, Social Problems, Geography, and Bible. The required course offerings in the five-year high school included a one semester course in Civics at the ninth grade level, a two semester course in United States History at grade ten or eleven, and a one semester course in United States Government at grade eleven or twelve. The social studies program in the elementary school was organized to include work in geography, history, civics, and community life.

A significant change in the social studies curriculum in the public schools in the early fifties was concerned with the addition of classroom instruction on the heritage of Virginia. Although the scope and sequence of the elementary and secondary school programs in social studies was not significantly altered, greater emphasis was placed on including additional course content in Virginia history at grades four, seven, and eleven. The study of the home, school, neighborhood, and community continued to be emphasized in the primary grades. The grammar grades provided classroom instruction in history, civics, and geography.

The minimum State requirements in social studies for the secondary schools included one unit in Virginia and United States History and one unit in Virginia and United States Government. A variety of electives in social studies were offered - civics, economics, world history, early and modern European history, geography, international relations, social problems, and

sociology.

The most significant change in the social studies curriculum in the sixties was an additional course requirement in World History and/or World Geography on the secondary level. This additional requirement raised the minimum State requirements in the social studies to three units - Virginia and United States History, Virginia and United States Government, and World History and/or World Geography.

Elective course offerings in local school divisions have been continually expanded to enrich and supplement the regular course offerings in the social studies. Courses in history and the social sciences approved by the State Board of Education included such courses as Geographic Fundamentals, Humanities, Negro History, Contemporary History, Psychology, and Anthropology.

Renewed interest in classroom instruction in citizenship education, environmental/ecological studies, State history, ethnic studies, economic education, and human relations are indicative of the current concerns of social studies curriculum specialists in Virginia and other states. The Virginia State Department of Education has been active in assisting local school divisions in the preparation, use, and evaluation of curriculum materials designed to enrich and supplement local social studies programs a variety of areas.

In July, 1973, a revised scope and sequence for social studies will be effective. The requirements for programs in social studies from kindergarten through grade twelve are outlined in this scope and sequence and establishes a significant framework for social studies education for the 1970's, building on the foundation of a hundred years of public education in the Commonwealth, 1870-1970.

SCOPE AND SEQUENCE FOR SOCIAL STUDIES EDUCATION
IN
VIRGINIA'S PUBLIC SCHOOLS

KINDERGARTEN THROUGH GRADE TWELVE

The CURRICULUM STUDY COMMITTEE FOR SOCIAL STUDIES, KINDERGARTEN THROUGH GRADE TWELVE, recognizes that there exists a variety of organizational patterns and strategies for teaching social studies in the public schools of Virginia. These factors, in addition to the availability of instructional materials and teacher-student preference, must be considered as school divisions plan programs which meet the needs of a particular locality. The suggested sequence, which is outlined below, is designed to accommodate the variety and allow local school systems flexibility in making curriculum decisions. These topics are identified to insure some continuity and to provide a broad framework wherein significant concepts and generalizations, constructive attitudes, and skills of thinking can be developed.

Sequence is expressed below in terms of grade levels. Interchangeable indicates that topics are not locked into a particular grade level, but will be emphasized in the total social studies program.

Kindergarten	----	Social Relations at Home and School	Interchangeable
Grade One	----	Living at Home and at School	
Grade Two	----	Living in the Neighborhood and other Communities	
Grade Three	----	Living in Different Communities	
Grade Four	----	Life in Virginia and Regions of the World	Interchangeable
Grade Five	----	Life in the Americas	
Grade Six	----	Life in World Communities	
Grade Seven	----	Life in our Society	

Grade Eight[1]	----	Civics (or other electives)	Interchangeable
Grade Nine	----	World History and/or Geography	
Grade Ten	----	World History and/or Geography	
Grade Eleven	----	Virginia and United States History	
Grade Twelve	----	Virginia and United States Government	

A secondary school in Virginia must require 23 units for graduation, 18 of which shall be required in 9th, 10th, 11th, and 12th grade subjects. Within the 23 units required for graduation, 3 units shall be in social studies. (Standards for Accrediting Secondary Schools in Virginia. Approved by the State Board of Education, State Department of Education, Richmond, Virginia, Page 6.)

*Virginia and United States History
*Virginia and United States Government
World History and/or Geography

Social studies requirements in Virginia's public schools are centered around two years of American Studies (traditionally titled Virginia and United States History and Virginia and United States Government) and one year of World Studies (traditionally titled World History or Geography. The three years required study in social studies are supplemented by many elective offerings in history and the social sciences. A variety of organizational patterns, availability of instructional materials, and teacher-student preference allow local school divisions in Virginia to design programs in social studies education which meet the needs of a particular locality. Courses of study may be organized around selected themes, ideas, concepts, periods of history, regions of the world, or major civilizations. The Virginia State Department

*These subjects are to be taught above the eighth grade.

of Education encourages innovative programs in social studies education which are designed to meet broad objectives of history and social science education, challenges of the contemporary world, and the demands placed upon public education in American society.

A wide variety of elective offerings are available in social studies. The following elective courses have been approved by the Virginia State Department of Education for grades eight through twelve.

Civics
Geographic Fundamentals
United States History and Geography-Grade 8
Economic Geography
Humanities-Broad Approach
American Studies/Civilization
Advanced Placement American History
Ancient History
English History
Advanced Placement European History
Negro History
African Studies
History of Africa
History of Russia
World Civilization
Asian Studies
Russian History and the Far East
Latin American Civilization
Modern History
20th Century History
European History
Ancient and Medieval History
Contemporary History
History of the Far East
Modern European History
History of Latin America
Current Affairs
Social Problems
Comparative Government
Sociology
Introduction to Sociology
Economics
International Relations
Consumer Economics - Personal Finance
Psychology

COMMONWEALTH OF VIRGINIA
VIRGINIA STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

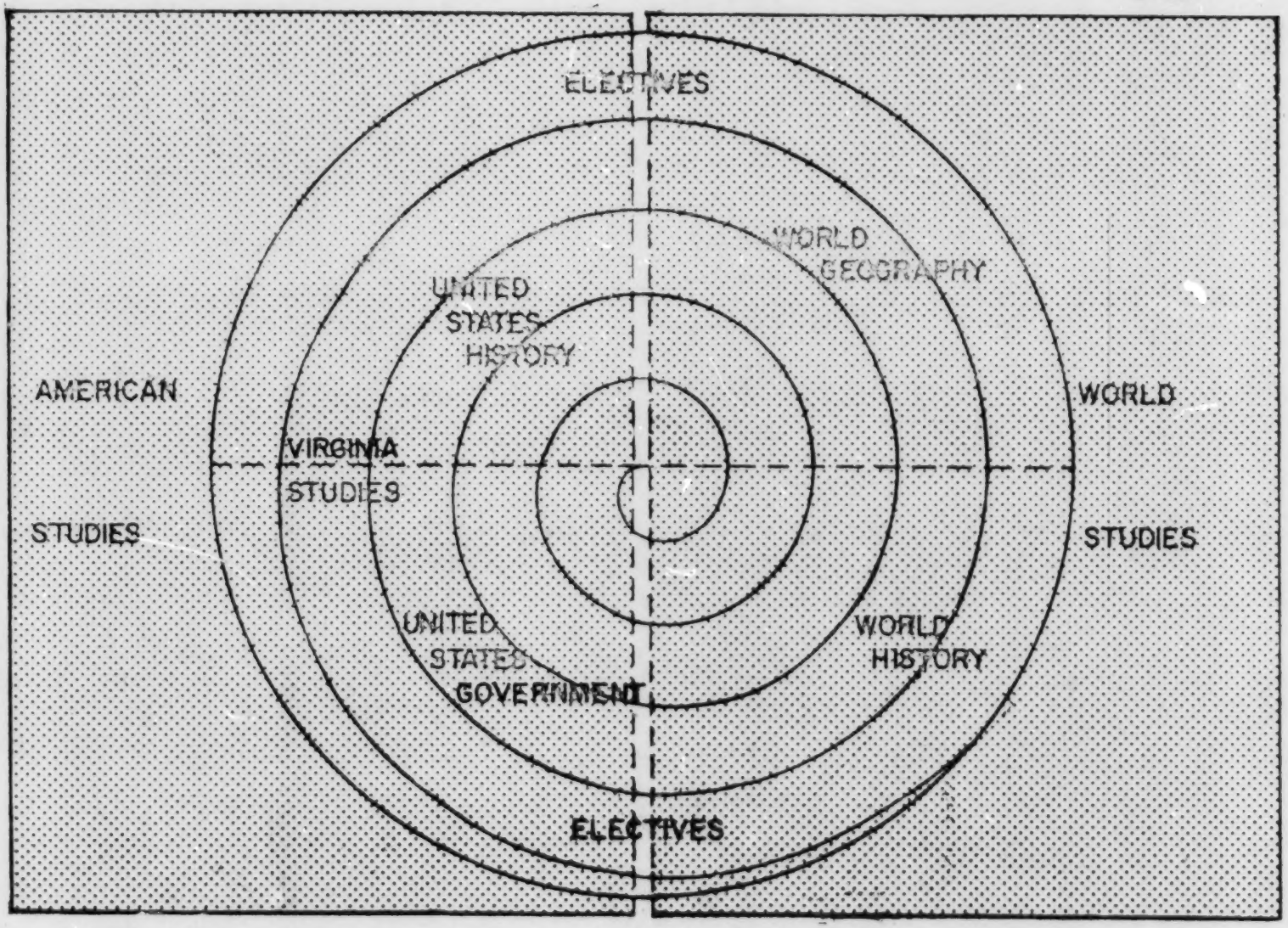
History and Social Science Course Offerings
Grades Eight Through Twelve

1972-1973

COURSE TITLE	SCHOOLS	ENROLLMENT
Civics	87	5,399
World Geography	318	52,854
Geographic Fundamentals	1	30
United States History and Geography - Grade 8	222	35,073
Humanities - Broad Approach	61	2,608
American Studies/ Civilization	24	2,566
Advanced Placement American History	11	433
Ancient History	1	44
English History	4	90
Advanced Placement European History	1	17
World Cultures I	16	1,689
World Cultures II	1	35
World History and Geography I	41	10,509
World History and Geography II	17	3,331
Virginia and United States History	290	78,237
Negro History	31	1,457
African Studies	4	59
History of Russia	3	97
World Civilization	8	2,283
Asian Studies	3	77
Russian History and the Far East	1	24
History Taught in French	1	16
Latin American Civilization	3	61
World History	304	31,894
Modern History	4	633
20th Century History	12	522
European History	2	36
Ancient and Medieval History	3	136
Contemporary History	9	250
History of the Far East	22	30
Modern European History	8	177
Current Affairs	16	829
Social Problems	11	309
Minority Groups in America	4	109
Virginia and United States Government	282	63,477
Comparative Government	2	26
Sociology	147	8,269
Introduction to Sociology	1	20
Economics	121	3,220
International Relations	15	305
Consumer Economics and Personal Finance	9	442
Psychology	58	3,995
Anthropology	17	5,722

SOCIAL STUDIES EDUCATION IN VIRGINIA'S PUBLIC SCHOOLS

GRADES 8-12



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SOCIAL STUDIES CONTINUUMS

Course sequences illustrate the variety of forms a social studies program may take. The following charts on pages 18-19 illustrate four social studies sequences for kindergarten through grade twelve.

A. Social studies curriculum in Virginia's public schools - July 1, 1973

B. Curriculum required in New York State - 1971

C. Curriculum developed by Dr. Leonard S. Kenworthy of Brooklyn College in conjunction with curriculum committees in New York, New Jersey and Connecticut. It appeared in the May 1968 issue of Social Education and is reprinted by permission.

D. Represents the views of Dr. Jack Allen of George Peabody College for Teachers and appeared in Social Studies in Transition: Guidelines for Change, a publication of the National Council for the Social Studies.

Interchangeable

Interchangeable

Grade	A		B	C	D
K	SOCIAL RELATIONS AT HOME AND SCHOOL	Continuous process of comparison and contrast with similar units in other parts of the world.	LOCAL ENVIRONMENT STUDIES Family and school Geography Patriotism	INDIVIDUALS AND FAMILIES Locally in U. S. and selected parts of the world.	SOCIAL PROCESSES AT WORK IN THE LIFE OF A CHILD
1	LIVING AT HOME AND AT SCHOOL				THE FAMILY AND SCHOOL IN THE LARGER ENVIRONMENT
2	LIVING IN THE NEIGHBORHOOD AND OTHER COMMUNITIES		COMMUNITY STUDIES Social, ethnic, religious groups. Politics and economics of local community. Geographic studies of communities. Patriotism		NEIGHBORHOOD RELATIONS IN A WORLD SETTING
3	LIVING IN DIFFERENT COMMUNITIES			COMMUNITIES Local and selected U. S. and world	THE COMMUNITY PROCESS WITH OUTWARD MANIFESTATIONS Comparative Community types on a world basis.
4	LIFE IN VIRGINIA AND REGIONS OF THE WORLD		AMERICAN PEOPLE AND LEADERS Contributions of ethnic groups. Leaders in government, industry, civil rights, arts, science, etc.		THE EARTH AS A FUNCTIONING ORGANISM. THE STATES AND THEIR INTERRELATIONSHIPS.
5	LIFE IN THE AMERICAS		MAJOR CULTURE REGIONS Western Hemisphere: Interdisciplinary studies of Canada and Latin America. Middle East & Europe: Interdisciplinary study.	COUNTRIES U.S. Today & Yesterday (certain periods in history)	THE IDEA OF CIVILIZATION AS EXEMPLIFIED IN DEVELOPMENT OF U. S.
6	LIFE IN WORLD COMMUNITIES			Selected Countries (studies in depth)	WORLD CULTURES OUTSIDE THE U.S.

Interchangeable

Grade	A	B	C	D
7	LIFE IN OUR SOCIETY	OUR CULTURAL HERITAGE Pre-Columbian-Colonial periods. State History & Government	BASIC PROBLEMS & DECISIONS IN U.S.A. Today Yesterday	THE AMERICAN CITIZEN IN HIS SOCIO-CIVIC RELATIONS
8	CIVICS (OR OTHER ELECTIVES)	UNITED STATES HISTORY 1800 - present Federal government & civil rights & duties		THE AMERICAN CITIZEN IN HIS ECONOMIC RELATIONS
9	WORLD HISTORY AND/OR WORLD GEOGRAPHY	ASIAN & AFRICAN CULTURE STUDIES	CULTURES Depth studies of the 8 major cultural areas, today and yesterday, Western & non-Western.	CULTURE AREAS OF THE WORLD World Geography, history, cultural anthropology, Western & non-Western cultures, ancient, medieval and modern societies.
10	WORLD HISTORY AND/OR WORLD GEOGRAPHY	MODERN WORLD HISTORY Western Heritage; emphasis on European History		
11	VIRGINIA AND UNITED STATES HISTORY	AMERICAN STUDIES Interdisciplinary	THE U.S. & THE EMERGING INTERNATIONAL COMMUNITY	THE DEVELOPMENT OF AMERICAN IDEAS AND INSTITUTIONS Essentially American History
12	VIRGINIA AND UNITED STATES GOVERNMENT	SPECIALIZED COURSES (ELECTIVE) Government, Economics, Psychology, Sociology, Area Studies, A.P. History	U. S. History Contemporary Problems in U. S. and other parts of the world.	MODERN SOCIETY: ISSUES & PROBLEMS Series of Self-contained problem units drawn from a number of social sciences.

CERTIFICATION OF TEACHERS *

HISTORY AND THE SOCIAL SCIENCES

General Endorsement for High School Social Studies

HISTORY AND SOCIAL SCIENCE.....42 semester hours

The credit shall be distributed as follows:

HISTORY.....18 semester hours

GOVERNMENT.....12 semester hours

GEOGRAPHY.....6 semester hours

ECONOMICS.....6 semester hours

This endorsement permits an applicant to teach any of the above listed subjects.

Specific Endorsement for High School Social Studies

HISTORY.....24 semester hours

(Selected in not less than two of the following: American history, ancient history, English history, European history, world history, and contemporary affairs.)

ECONOMICS.....18 semester hours

GEOGRAPHY.....18 semester hours

GOVERNMENT.....18 semester hours

SOCIOLOGY.....18 semester hours

An applicant for a separate endorsement in history, geography, government, sociology shall be required to complete a course in basic economics.

* CERTIFICATION REGULATIONS FOR TEACHERS AND QUALIFICATIONS FOR ADMINISTRATIVE, SUPERVISORY, AND RELATED INSTRUCTIONAL POSITIONS, Virginia State Board of Education, Richmond, Virginia. July, 1968.

INSTRUCTIONAL MATERIALS

FOR

HISTORY AND THE SOCIAL SCIENCES, ELEMENTARY

GRADES FOUR THROUGH SEVEN

A LISTING OF ADOPTED TEXTBOOKS

VIRGINIA STATE BOARD OF EDUCATION

HISTORY AND THE SOCIAL SCIENCES - ELEMENTARY

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
AGRICULTURE: MAN AND THE LAND	Ed. Research Council	Allyn & Bacon	4	1971
INDUSTRY: MAN AND THE MACHINE	Ed. Research Council	Allyn & Bacon	4	1971
THE INDIAN SUBCONTINENT	Ed. Research Council	Allyn & Bacon	4	1971
ANCIENT CIVILIZATION	Ed. Research Council	Allyn & Bacon	5	1971
FOUR WORLD VIEWS	Ed. Research Council	Allyn & Bacon	5	1971
GREEK AND ROMAN CIVILIZATION	Ed. Research Council	Allyn & Bacon	5	1971
MEDIEVAL CIVILIZATIONS	Ed. Research Council	Allyn & Bacon	5	1971
LANDS OF THE MIDDLE EAST	Ed. Research Council	Allyn & Bacon	5	1971
THE AGE OF WESTERN EXPANSION	Ed. Research Council	Allyn & Bacon	6	1971
NEW WORLD AND EURASIAN CULTURES	Ed. Research Council	Allyn & Bacon	6	1971
THE CHALLENGE OF CHANGE	Ed. Research Council	Allyn & Bacon	6	1971
THE INTERACTION OF CULTURES	Ed. Research Council	Allyn & Bacon	6	1971
LANDS OF LATIN AMERICA	Ed. Research Council	Allyn & Bacon	6	1971
TECHNOLOGY: PROMISES & PROBLEMS	Ed. Research Council	Allyn & Bacon	7	1971
NATIONS IN ACTION: INTER - NATIONAL TENSIONS	Ed. Research Council	Allyn & Bacon	7	1972
CHOICES AND DECISIONS: ECONOMICS AND SOCIETY	Ed. Research Council	Allyn & Bacon	7	1972
MAN IN SOCIETY: PREJUDICE AND DISCRIMINATION	Ed. Research Council	Allyn & Bacon	7	1973

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
INVESTIGATING COMMUNITIES AND CULTURES (Level 4)	Davis, et al	American Book	4	1971
UNIT 1 EXPLORING GROUPS AND COMMUNITIES (Level 4)	Davis, et al	American Book	4	1971
UNIT 2 THE CULTURE COMMUNITY (Level 4)	Davis, et al	American Book	4	1971
UNIT 3 THE ANCIENT COMMUNITY (Level 4)	Davis , et al	American Book	4	1971
UNIT 4 THE URBAN COMMUNITY (Level 4)	Davis, et al	American Book	4	1971
UNIT 5 THE ECONOMIC COMMUNITY (Level 5)	Davis, et al	American Book	4	1971
UNIT 6 THE LANGUAGE COMMUNITY (Level 4)	Davis, et al	American Book	4	1971
UNIT 7 THE INTEREST COMMUNITY (Level 4)	Davis, et al	American Book	4	1971
UNIT 8 THE WORLD COMMUNITY (Level 4)	Davis, et al	American Book	4	1971
ASKING ABOUT THE U.S.A. AND ITS NEIGHBORS (Level 5)	Davis, et al	American Book	5	1971
UNIT 1 DISCOVERY, EXPLORATION AND COLONIZATION (Level 5)	Davis, et al	American Book	5	1971
UNIT 2 FORMING A NEW NATION (Level 5)	Davis, et al	American Book	5	1971
UNIT 3 THE NATION GROWS AND DIVIDES (Level 5)	Davis, et al	American Book	5	1971
UNIT 4 THE NATION REBUILDS AND EXPANDS (Level 5)	Davis, et al	American Book	5	1971
UNIT 5 DEVELOPING A NATION OF CITIES (Level 5)	Davis, et al	American Book	5	1971
UNIT 6 AMERICA IN THE TWENTIETH CENTURY (Level 5)	Davis, et al	American Book	5	1971
UNIT 7 CANADA (Level 5)	Davis, et al	American Book	5	1971

HISTORY AND THE SOCIAL SCIENCES - ELEMENTARY

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
UNIT 8 MEXICO (Level 5)	Davis, et al	American Book	5	1971
LEARNING ABOUT COUNTRIES AND SOCIETIES (Level 6)	Davis, et al	American Book	6	1971
UNIT 1 ANCIENT GREECE (Level 6)	Davis, et al	American Book	6	1971
UNIT 2 CONFUCIAN CHINA (Level 6)	Davis, et al	American Book	6	1971
UNIT 3 MEDIEVAL FRANCE (Level 6)	Davis, et al	American Book	6	1971
UNIT 4 INDIA (Level 6)	Davis, et al	American Book	6	1971
UNIT 5 MIDDLE EAST (Level 6)	Davis, et al	American Book	6	1971
UNIT 6 NIGERIA (Level 6)	Davis, et al	American Book	6	1971
UNIT 7 BRAZIL (Level 6)	Davis, et al	American Book	6	1971
UNIT 8 THE SOVIET UNION (Level 6)	Davis, et al	American Book	6	1971
REGIONS AROUND THE WORLD	Bacon	Field Educational Pub.	4	1972
THE UNITED STATES AND CANADA	Conroy, et al	Field Educational Pub.	5	1972
THE AMERICAN ADVENTURE	Bailey, et al	Field Educational Pub.	5	1972
THE STORY OF LATIN AMERICA	Greco/Bacon	Field Educational Pub.	6	1972
THE HUMAN ADVENTURE	Cappelluti/ Grossman	Field Educational Pub.	6	1972
QUEST FOR LIBERTY	Chaplin, et al	Field Educational Pub.	7	1971

HISTORY AND THE SOCIAL SCIENCES - ELEMENTARY

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
EVERYONE LIVES IN COMMUNITIES	Kenworthy	Ginn and Co.	4	1972
ONE NATION: THE UNITED STATES	Kenworthy	Ginn and Co.	5	1972
ELEVEN NATIONS	Kenworthy	Ginn and Co.	6	1972
WE ARE MAKING DECISIONS	Kenworthy	Ginn and Co.	7	1972
CONCEPTS & VALUES, LEVEL FOUR, ORANGE	Brandwein, et al	Harcourt Brace Jovanovich	4	1970
CONCEPTS & VALUES, LEVEL FIVE, PURPLE	Brandwein, et al	Harcourt Brace Jovanovich	5	1970
CONCEPTS & VALUES, LEVEL SIX, BROWN	Brandwein, et al	Harcourt Brace Jovanovich	6	1970
CONCEPTS & VALUES, SOURCES FOR IDENTITY, LEVEL 7	Brandwein, et al	Harcourt Brace Jovanovich	7	1972
INQUIRING ABOUT CULTURES	Owen	Holt, Rinehart & Winston	4	1972
INQUIRING ABOUT AMERICAN HISTORY	Kownslar, et al	Holt, Rinehart & Winston	5	1972
INQUIRING ABOUT TECHNOLOGY	Schultz	Holt, Rinehart & Winston	6	1972
WEB OF THE WORLD	Jarolimek, et al	The Macmillan Co.	4	1971
LANDS OF PROMISE	Jarolimek, et al	The Macmillan Co.	5	1971
THE WAYS OF MAN	Jarolimek et al	The Macmillan Co.	6	1971

HISTORY AND THE SOCIAL SCIENCES - ELEMENTARY

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
INVESTIGATING MANS WORLD SERIES:				
REGIONAL STUDIES	Hanna, et al	Scott, Foresman Co.	4	1970
UNITED STATES STUDIES	Hanna, et al	Scott, Foresman Co.	5 or 6	1970
INTER-AMERICAN STUDIES	Hanna, et al	Scott, Foresman Co.	5 or 6	1970
THIS IS MAN	Anderson, et al	Silver Burdett Co.	4	1972
MAN AND SOCIETY	Anderson, et al	Silver Burdett Co.	5	1972
MAN AND CHANGE	Anderson, et al	Silver Burdett Co.	6	1972
MAN AND HIS WORLD	Anderson, et al	Silver Burdett Co.	7	1972

INSTRUCTIONAL MATERIALS

FOR

HISTORY AND THE SOCIAL SCIENCES, SECONDARY

Grades Eight through Twelve

A LISTING OF ADOPTED TEXTBOOKS

VIRGINIA STATE BOARD OF EDUCATION

WORLD HISTORY

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
THE PAGEANT OF WORLD HISTORY	Weinwand	Allyn & Bacon	H. S.	1971
WORLD HISTORY, Revised	Abramowitz	Follett	H. S.	1971
EXPLORING WORLD HISTORY	Hold/O'Connor	Globe Bk.	H. S.	1969
MEN & NATIONS: A WORLD HISTORY New 2nd Edition	Mazour/Peoples	Harcourt	H. S.	1971
THE RECORD OF MANKIND	Roehm, et al	Heath	H. S.	1970
MAN'S UNFINISHED JOURNEY: A WORLD HISTORY	Perry, et al	Houghton Mifflin	H. S.	1971
MAN'S CULTURAL HERITAGE	Welty	Lippincott	H. S.	1969
(WORLD HISTORY THROUGH INQUIRY SERIES)				
LOOKING INTO HISTORY	Massialas, et al	Rand McNally	H. S.	1969p
SOCIAL STRUCTURE	"	Rand McNally	H. S.	1969p
MAN & HIS ENVIRONMENT	"	Rand McNally	H. S.	1969p
TWO SOCIETIES IN PERSPECTIVE	"	Rand McNally	H. S.	1969p
RELIGIOUS-PHILOSOPHICAL SYSTEMS	"	Rand McNally	H. S.	1969p
POLITICAL SYSTEMS	"	Rand McNally	H. S.	1969p
ECONOMIC ORGANIZATION	"	Rand McNally	H. S.	1969p
CULTURAL EXCHANGE	"	Rand McNally	H. S.	1969p
WORLD ORDER	"	Rand McNally	H. S.	1969p

GEOGRAPHY

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
OUR WORLD AND ITS PEOPLE	Kolevzon, et al	Allyn & Bacon	H. S.	1972
RISE OF THE CITY	MacGraw, et al	Field Educational Publications	H. S.	1971
WORLD GEOGRAPHY	Bradley	Ginn and Company	H. S.	1971
THE WORLD TODAY	Kohn	McGraw-Hill	H. S.	1970
GEOGRAPHY IN AN URBAN AGE H. S. GEOGRAPHY PROJECT	Association of American Geographers	The Macmillan Co.		
Unit 1: GEOGRAPHY OF CITIES CLASSROOM MATERIALS KIT STUDENT'S MATERIALS			8-10	1969
Unit 2: MANUFACTURING & AGRICULTURE CLASSROOM MATERIALS KIT STUDENT RESOURCES BOOK STUDENT MANUAL			8-10	1969
Unit 3: CULTURAL GEOGRAPHY CLASSROOM MATERIALS KIT STUDENT RESOURCES BOOK STUDENT MANUAL			8-10	1970
Unit 4: POLITICAL GEOGRAPHY CLASSROOM MATERIALS KIT STUDENT RESOURCES BOOK STUDENT MANUAL			8-10	1970

GEOGRAPHY

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
H. S. Geography Project continued	Association of American Geographers	The Macmillan Co.		
Unit 5: HABITAT AND RESOURCES CLASSROOM MATERIALS KIT STUDENT RESOURCES BOOK STUDENT MANUAL			8-10	1970
Unit 6: JAPAN CLASSROOM MATERIALS KIT STUDENT RESOURCES BOOK			8-10	1970
THE WIDE WORLD	James	The Macmillan Co.	H. S.	1972
GEOGRAPHY AND WORLD AFFAIRS III	Jones, et al	Rand McNally	H. S.	1971
GEOGRAPHY AND WORLD AFFAIRS III EUROPE	Jones, et al	Rand McNally	H. S.	1971p
GEOGRAPHY AND WORLD AFFAIRS III AFRICA	Jones, et al	Rand McNally	H. S.	1971p
GEOGRAPHY AND WORLD AFFAIRS III LATIN AMERICA	Jones, et al	Rand McNally	H. S.	1971p
GEOGRAPHY AND WORLD AFFAIRS III SOVIET UNION	Jones, et al	Rand McNally	H. S.	1971p
GEOGRAPHY AND WORLD AFFAIRS III MONSOON ASIA	Jones, et al	Rand McNally	H. S.	1971p
GEOGRAPHY AND WORLD AFFAIRS III UNITED STATES AND CANADA	Jones, et al	Rand McNally	H. S.	1971p
GEOGRAPHY AND WORLD AFFAIRS III A WORLD OF MAPS	Jones, et al	Rand McNally	H. S.	1971p

UNITED STATES HISTORY
GRADE 8

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
PEOPLE MAKE A NATION	Sandler, et al	Allyn & Bacon	8	1971
LAND OF THE FREE	Caughey, et al	Benziger	8	1971
SEARCH FOR FREEDOM	Jacobs	Benziger	8	1973
DECISIONS IN UNITED STATES HISTORY	Kenworthy	Ginn & Co.	8	1972
THE SOCIAL SCIENCES: CONCEPTS & VALUES SETTINGS FOR CHANGE	Brandwein, et al	Harcourt	8	1972
BUILDING THE AMERICAN NATION-NEW ED.	Reich, et al	Harcourt	8	1971
THE AMERICANS: A HISTORY OF THE U. S.	Fenton, et al	Holt	8	1970
LIBERTY & UNION: A HISTORY OF THE U. S. VOL. I, TO 1877	Ridge, et al	Houghton Mifflin	8	1973
LIBERTY & UNION: A HISTORY OF THE U. S. VOL. 2, SINCE 1865	Ridge, et al	Houghton Mifflin	8	1973
THE IMPACT OF OUR PAST	Wiesberger	McGraw-Hill	8	1972
THE FREE AND THE BRAVE, SECOND EDITION	Graff	Rand McNally	8	1972

U N I T E D S T A T E S H I S T O R Y
G R A D E 11

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
THE AMERICAN EXPERIENCE	Madgic, et al	Addison-Wesley	9-12	1971
U.S.A.: A HISTORY WITH DOCUMENTS VOL. 1	Allen, et al	American Bk.	9-12	1971
U.S.A.: A HISTORY WITH DOCUMENTS VOL. 2	Allen, et al	American Bk.	9-12	1971
AMERICAN HISTORY, Revised	Abramowitz	Follett	9-12	1971
EPISODES IN AMERICAN HISTORY	Burnes	Ginn & Co.	9-12	1973
RISE OF THE AMERICAN NATION: THIRD ED.	Todd, et al	Harcourt, Brace	9-12	1972
A PEOPLE AND A NATION	Von Steeg, et al	Harper & Row	9-12	1971
AMERICA: A MODERN HISTORY OF THE U. S.	Friedel, et al	Heath	9-12	1970
HISTORY OF A FREE PEOPLE	Bragdon	The Macmillan Co.	9-12	1973
AMERICAN ADVENTURES: A NATION CONCEIVED & DEDICATED	Hoexter, et al	Scholastic	9-12	1970p
AMERICAN ADVENTURES: OLD HATE-NEW HOPE	Friedman, et al	Scholastic	9-12	1970p
AMERICAN ADVENTURES: BETWEEN TWO WARS	Friedman, et al	Scholastic	9-12	1970p
AMERICAN ADVENTURES: YESTERDAY, TODAY, TOMORROW	Epstein, et al	Scholastic	9-12	1970p

C I V I C S

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
AMERICAN SOCIETY: INQUIRY INTO CIVIC ISSUES	Allen	American Bk.	H. S.	1973
CIVICS, Revised	Ball, et al	Follett	H. S.	1971

G O V E R N M E N T

AMERICAN POLITICAL BEHAVIOR (HARD COVER)	Mehlinger, et al	Ginn & Co.	H. S.	1972
OUR AMERICAN GOVERNMENT & POLITICAL SYSTEM	Wit, et al	Laidlaw Bros.	H. S.	1973
AMERICAN GOVERNMENT IN ACTION	Resnick, et al	Charles Merrill	H. S.	1973
AMERICA'S POLITICAL SYSTEM	Woll, et al	Random House	H. S.	1972
AMERICAN GOVERNMENT IN THE TWENTIETH CENTURY	Abenstein, et al	Silver Burdett	H. S.	1971

E C O N O M I C S

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
THE AMERICAN ECONOMY: ANALYSIS, ISSUES, PRINCIPLES	Sampson, et al	Houghton Mifflin	H. S.	1972
ECONOMICS & THE AMERICAN SYSTEM	Davies, et al	Lippincott	H. S.	1970
THE ECONOMIC PROCESS	Daugherty, et al	Scott, Foresman	H. S.	1969

S O C I O L O G Y

TITLE	AUTHOR	PUBLISHER	GRADE LEVEL	COPYRIGHT DATE
INQUIRIES IN SOCIOLOGY	Am. Soc. Asso.	Allyn & Bacon	H. S.	1971
SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS	Anderson, et al	Harcourt, Brace	H. S.	1972
SOCIOLOGY	Horton	McGraw-Hill	H. S.	1972

CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS
IN SOCIAL STUDIES EDUCATION AVAILABLE TO LOCAL SCHOOLS
FROM THE VIRGINIA STATE DEPARTMENT OF EDUCATION

A GUIDE FOR KINDERGARTEN EDUCATION

USING MAPS AND GLOBES, KINDERGARTEN THROUGH GRADE SEVEN

ELEMENTARY SCHOOL ECONOMICS, A GUIDE FOR TEACHERS

A TEACHERS' GUIDE TO THE USE OF OUR HOME - VIRGINIA AND THE WORLD, A GEOGRAPHY

OUR AMERICAN HERITAGE: DOCUMENTS AND SYMBOLS OF DEMOCRACY

THE DEMOCRATIC LEGACY - BASIS OF FREEDOM, A PROGRAM OF CITIZENSHIP EDUCATION FOR VIRGINIA'S PUBLIC SCHOOLS

CITIZENSHIP EDUCATION AS TO LAW, DISORDER, EXTREMISM AND CIVIL DISOBEDIENCE

A PROGRAM OF ECONOMIC EDUCATION FOR VIRGINIA'S PUBLIC SCHOOLS

AN INSTRUCTIONAL GUIDE FOR VIRGINIA AND UNITED STATES GOVERNMENT

A GUIDE TO INSTRUCTIONAL PREPARATION FOR VIRGINIA AND UNITED STATES HISTORY

GUIDELINES FOR INSTRUCTION IN CIVICS (in process)

THE SOCIAL STUDIES DEPARTMENT

ORGANIZATION

1. Departmental organization should begin with clearly defined objectives and goals, with all teachers in the department involved in the process of identification and selection. Periodic assessment of the department's activities, in relation to the objectives and goals, should be made.

2. The role of the department chairman should be outlined in order that the individual in this leadership position can better assume his responsibilities. If this role is to be one with many responsibilities, sufficient time should be allotted during the school day for satisfactory performance of duties. The responsibilities of the department chairman might include classroom observation, supervision of learning experiences, coordination of special programs, and other activities. A department chairman should coordinate the efforts of the department, advise department members according to procedures and existing policy, and assist in instructional programs and activities. Esprit de corps is an essential ingredient.

3. The department chairman and teachers should consider visiting or corresponding with departments in other schools for information, suggestions, and ideas concerning special programs and organizational procedures.

4. The social studies department should work closely with other departments within the school, the principal, guidance department, and local curriculum supervisors in order to organize a program of social studies instruction that will be most beneficial to each child.

5. A centrally located bulletin board should be maintained to keep the department members informed of articles centered on social studies instruction, summer fillowships, national holidays, bibliographies, sources of free materials, school events, and other items. If the department is large, bulletins or memos carrying pertinent information may prove useful to department members.

6. Provisions should be made for the orientation of new department members. Curriculum guidelines, departmental objectives, teaching materials, and general policies of the department should be thoroughly explained to each new teacher.

ACTIVITIES

1. The department should begin each school year by planning departmental meetings which are regularly scheduled, informative, and centered around local problems and needs. Displays of materials, demonstration lessons, guest speakers, panel discussions, and book reviews are illustrative sessions. Topics related to the selection and use of social studies curriculum projects, the teaching of Virginia history and Virginia government, or problems of the slow learners would serve as a framework for professional improvement.

2. The department members, under the leadership of the chairman, should develop an understanding of the sequential development of social studies courses in the particular school division. The kindergarten through grade twelve offerings of the division should be analyzed in relationship to the offerings of the department so as to provide for scope, sequence, and continuity of learning experiences.

3. Professional organizations and publications should be reviewed and discussed in the department.

4. Department members hould be given an opportunity at regular departmental meetings to discuss their classroom problems, instructional techniques, methods, and materials, and to share ideas with other department members. The department should serve as a professional forum for continuous inquiry.

5. Supplementary and basal material should be periodically reviewed by the teachers so as to establish a framework for the selection of materials.

6. Extra curricular activities (forums, clubs, trips, etc.) should be considered for their possible contribution to classroom instruction.

7. Curriculum development should be considered as a vital element within the departments of a school division. In an analysis of curriculum, all teachers should be involved so as to develop comprehensive programs.

8. Free materials from government, industry, and other sources should be obtained and kept by the department chairman and made available to teachers. A resource center for social studies teachers should be considered. Use of audio-visual equipment and ordering of films, filmstrips, and recordings should be organized within the department, if the size of the school warrants.

9. At the conclusion of each year, an evaluation should be made to determine the problems and accomplishments of the past year and to outline tentative plans for the coming school year.

CURRICULUM ANALYSIS IN HISTORY AND THE SOCIAL SCIENCES

Social studies education is concerned with man - his nature, his behavior, his relationships with others, his achievements, the uses he has made of the earth, his ideas, and the principles, values, and traditions which guide his actions. Social studies content is derived from a variety of disciplines (history, anthropology, economics, archaeology, geography, political science, sociology, social psychology) and includes many topics with goals directly related to citizenship education.

A major objective of social studies education is to teach young people to think for themselves and to provide them with concepts and modes of inquiry from the history and social science disciplines. Social studies education encourages a rational adherence to a set of values based upon democratic traditions and principles. The social studies program in Virginia's public schools is based upon the assumption that the democratic society depends upon citizens who make rational decisions consistent with basic democratic values and who possess an understanding of the American heritage. In the public schools of Virginia, from kindergarten through grade twelve, opportunities are provided for students to learn of the traditions of American democracy and the rights and responsibilities of citizenship.

In order to meet the demands which society is placing on education, the schools must continue to maintain a dynamic program of instruction in history and the social sciences. One of the most effective means for improvement of instruction is through a comprehensive program based on curriculum analysis. Curriculum analysis should be designed to:

1. Expand the teacher's perspective of the social studies program from kindergarten through grade twelve in relation to the total school program and to analyze the rationale and philosophy which supports the program; thereby, providing a basis for the selection and organization of content in the social studies program.

2. Broaden the teacher's professional preparation to include interdisciplinary studies.

3. Provide for an analysis of learning principles, general learning theories, and the nature of the learning process.

4. Involve the teachers in the preparation of instructional materials and units of instruction.

5. Analyze current writings and research in history, the social sciences, and related disciplines in order to review contributions of contemporary scholarship, social studies projects, and curriculum proposals.

6. Provide discussions and demonstrations based on desirable educational practices which would serve as a framework for analyzing methodology, techniques of teaching, and specific teaching strategies.

In order to increase the effectiveness of learning, social studies teachers must continually evaluate instructional preparation. The process of individual involvement will lead to analysis and may be developed through special meetings, daily planning, state conferences, summer workshops, regional seminars, sabbatical leave, travel programs, classroom visitation, division-wide professional activities, and other programs. In order to encourage professional growth, a concerted effort must be made to have a program of continuous curriculum analysis, study and development in local school divisions.

In order for social studies educators to pursue a program of curriculum analysis, the following questions should be considered:

1. Why is it important for a department, a school, or a division to engage in curriculum analysis?

2. What is the nature and purpose of curriculum development? How are objectives formulated? How should objectives be stated?

3. How does a department of a school organize for curriculum development? How will a Curriculum Committee pursue the task of preparing a curriculum bulletin?

4. What is the role of the basal textbook in curriculum planning? What is the role of supplementary materials?

5. How will consultants assist the Curriculum Committee?

6. How will the development of a Professional Library or Resource Center assist the Curriculum Committee?

The following questions should serve as a framework for the development of a curriculum bulletin:

1. Will the curriculum material which is developed aid in the achievement of the objectives? What will be the rationale for the selection and organization of content, materials, and other resources? How will the rationale be stated?

2. Will the way in which the topics are developed aid the teacher in having students acquire basic factual content in the subject? How will the basic factual content be identified?

3. Will the presentation in the curriculum bulletin assist the teacher in helping students develop skills such as analysis of data, interpretation, critical thinking, comprehension, evaluation, and recognition of insights and perspectives which history and the social science disciplines provide? Will the presentation in the bulletin assist the teacher in the development of concepts, understandings, and generalizations from history and the social sciences?

4. Will controversial issues be treated in a scholarly and analytical manner? Will there be an appropriate balance and a sense of objectivity for the ideas which are presented?

5. Will a separate curriculum publication be developed for history, geography, government, economics, and other course offerings or will one comprehensive guide be developed?

6. How will the presentation reflect significant research concerning "process and content" in history and the social sciences?

7. Will the balance among geographic areas, historical periods, and the various social science disciplines be appropriate for the specific course? Will an interdisciplinary approach be taken?

8. Will the curriculum bulletin contribute to a sequential arrangement of offerings in the social studies curriculum, kindergarten through grade twelve?

9. Will the organization of the curriculum material be adaptable to various teaching strategies, techniques, and methods of instruction? Will the arrangement (topical, thematic, chronological, regional, problem-centered, etc.) be adaptable to various instructional patterns?

10. Will teachers not directly involved in the writing of the curriculum materials be able to participate in in-service activities designed to introduce them to the organization, purpose, and nature of the curriculum materials?

11. What plans will be made for the evaluation and revision of the curriculum materials?

PROFESSIONAL SERVICES OF THE HISTORY, GOVERNMENT, AND GEOGRAPHY SERVICE

The program of professional services within the Virginia State Department of Education in history, government, geography, and related areas is to provide leadership and assistance from the State level which will contribute to the improvement of educational programs in the public schools of the Commonwealth. Staff members of the History, Government, and Geography Service work with supervisors, administrators, and teachers on a consultative basis relative to methods, materials, and evaluation of instruction. The scope of the work includes classroom visitation, demonstration teaching, individual and group conferences, participation in local, regionals, state, and national in-service activities, curriculum analysis, as well as cooperation with professional organizations concerned with instruction in history and the social sciences. An important aspect of the program involves the development of curriculum materials, and the distribution and implementation of these materials for school divisions in the Commonwealth. In efforts designed to improve instruction in history and the social sciences, staff members of the History, Government, and Geography Service assist secondary school personnel in the following ways:

Participate in curriculum planning, selection of materials, development of new courses, and evaluation of instructional activities

Conduct local in-service meetings, demonstration lessons, and curriculum workshops

Plan an annual state-wide conference for teachers of history and the social sciences

Cooperate with the School Libraries and Textbook Service and the Bureau of Teaching Materials in evaluating supplementary material

Assist in the administration of National Defense Education Act, Title III funds for instructional materials and equipment for history, civics, and geography

Direct a program of in-service education in basic economics for teachers of the seventh grade, for the courses in Virginia and United States History (11th grade), and Virginia and United State Government (12th grade) in cooperation with the Division of Elementary and Special Education, the Division of Teacher Education and Certification, and public institutions of higher education

Assist selected school divisions involved in pilot-study programs and research studies

Answer requests and distribute materials concerning course offerings in history and the social sciences to interested persons

Prepare an annual statistical analysis on the status of instruction in the fields of history and the social sciences

Plan an annual meeting for supervisors of social studies in local school divisions

Maintain a Professional Library which includes research studies, curriculum guides, and general titles on history, government, geography, economics, and related areas which are available for loan to local school personnel

Plan and develop curriculum guides for courses in Virginia and United States History, Virginia and United States Government, civics, and other courses

Distribute special bibliographies to encourage the establishment of Professional Libraries in social studies departments of each secondary school

Serve on Visiting Committees in the evaluation of secondary schools and as coordinators of Visiting Committees

Coordinate the use of special teacher training films: sixty film series entitled "The Nature of Communism," five film series on historical inquiry by Edwin Fenton, and "High School Geography: New Insights"

In addition to specific services rendered to secondary school personnel, staff members of the History, Government, and Geography Service participate in the following activities:

Attend regional and national professional meetings related to the teaching of history, government, and geography

Cooperate with various agencies and organizations such as the Senate Youth Program, Virginia State Chamber of Commerce, Model General Assembly, Virginia History Federation, Virginia Federation of Women's Clubs, Virginia Bar Association, etc.

Speak to lay groups interested in history, government, economics, and citizenship education

Assist college personnel engaged in teacher training

Participate in various studies and committees:

Committee for International Education
Humanities Study Committee
Advisory Committee for ETV Courses in History
Executive Committee of the Virginia Council for the Social Studies

Southern States Work Conference for Social Studies
Virginia Council for the Social Studies
Virginia Geographical Society
Humanities Development Panel

HISTORY, GOVERNMENT, AND GEOGRAPHY SERVICE

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